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SPECIAL EDUCATION ISSUE:

INSIDE — The Editor's Column 4

COURSES IN EDUCATION 5

COURSES IN PHYSICAL EDUCATION 7

CHANGING PATTERNS IN TEACHER EDUCATION 8

DEAR JOHN 9

RURAL EDUCATION IN PERSPECTIVE 10

THE FAMILY FARM by Tom Pickup 12

THE BETTER IMPULSE 17

THE MONTH WITH THE W.I. 19

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guest editorial by:

C. Wayne Hall, M.A.,
Dean, Faculty of Education

WHAT IS TEACHING?

A recent survey suggests that many able young people are not attracted to teaching as a career because they are too familiar with school. They picture themselves playing exciting roles as air stewardesses, journalists, nurses, or physicists; but teaching has less appeal because they have lived with it for at least eleven years. Pupils see teaching only from the point of view of the learner. They may respect or even like their teachers, but they seldom recognize that the work can be as creative as that of an artist and as exacting as that of a scientist.

Teaching is far more than explaining a theorem or drilling French verbs. It is, in fact, social engineering. At its best, it helps each pupil to grow towards his own potential. Teaching stimulates curiosity, encourages effort, builds goals, establishes standards, and interprets values. In so doing, it not only makes it possible for pupils to do better academically, but it also fulfils its obligation to the home and the community by assisting each young life to develop along satisfying lines. Many great men have attributed their success to the encouragement of a teacher or the ideals of a school.

To teach is also to work with ideas. A teacher's equipment consists of knowledge and understanding. His mind must be re-stocked by wide reading, interesting contacts, and careful reflection. A teacher is often thought of as being a fund of information; good teachers are much more than that. It is not sufficient for them to repeat facts in the classroom. They must go beyond them by helping pupils to see new relationships and to discover fresh interpretations. Good teachers are usually interesting people because their work is with exciting thoughts and provocative concepts.

To teach is to unlock the skills and abilities of other people. No teacher can do the learning for his pupils. Instead, he must lead them to see the value of their own selves and to take pride in the development of their own personalities and powers. A coach makes hours of gruelling exercise worthwhile because it wins the game. A musician inspires long periods of patient practice, because it results in a concert appearance. A teacher encourages originality and applauds decision and determination, because they produce the talents which are required for life.

To teach is to live happily and constructively. A teacher cannot advocate sympathy for others and remain selfish; he cannot refine the concepts of democracy and be a tyrant; he cannot look for justice and consideration among his pupils and rule unfairly or behave discourteously. He teaches by the way he talks, the way he reacts, the way he lives. And as he teaches he also perceives more clearly, and learns, permanently.

Teaching is not easy. Its very difficulty is what gives it zest, and its problems add to the sense of achievement. It is not a vocation for all, but for the man or the woman who has confidence in people and patience to bring out their best, it can be a life of fascinating variety and deep satisfaction.

C. Wayne Hall

This special issue of the Macdonald Farm Journal has been put together with two objects in mind: to persuade more students from country high schools to enter the profession of teaching, and to persuade more young teachers to seek their careers in country schools.

The first part is devoted to the first aim. Counsellors in rural high schools may find Professor Cram's synopsis of the various programmes now available a useful one to keep on file, along with Dr. Wilkinson's account of preparation for teaching physical education, that rising star. Dr. Wisenthal's report from his vantage point as an advisor to the Quebec Department of Education brings news of substantial changes likely to take place in the whole picture of teacher education in the Province and at Macdonald College.

In the form of a letter from himself in his former role as a country school teacher, Professor Gill persuasively turns our attention to the personal rewards of such a post. His theme is taken up by Mr. Meikle Turner, Assistant to the Director General of the Laurentian Regional School Board, who discloses a bedrock of fact beneath the great stir in education throughout the Province, with his examples of plans and prospects taken from his own region.

I am indebted to my colleagues and Mr. Turner for their ready collaboration in this project, and to the Dean of the Faculty of Education, Professor C. Wayne Hall, for his eloquent definition of the satisfactions of teaching that introduces the reader to the issue.

—J. K. Harley
Associate Professor
Faculty of Education

COURSES IN EDUCATION

by John M. Cram, B.A., B.Ed., M.Ed.

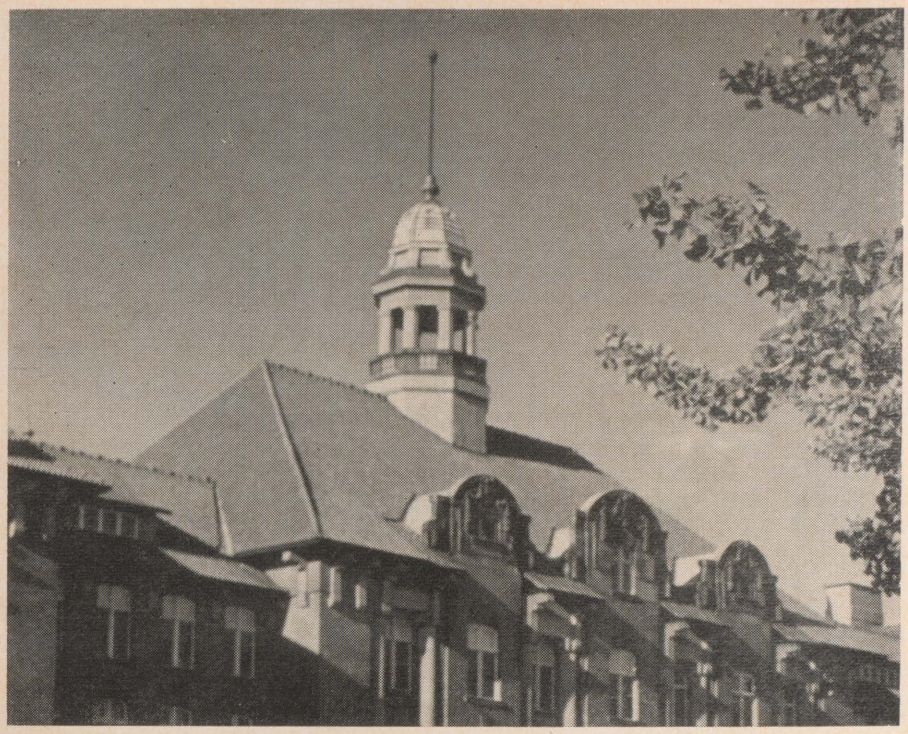
What has become of the little School for Teachers at the end of Montreal Island? What's happened to that poor sister of Agriculture that has spent over 50 years turning out "school marms' both male and female? Well, the School for Teachers is now the Faculty of Education, a dynamic and demanding part of McGill University, dedicated to the training of tough, controversial, and self-critical teachers who will challenge as well as instruct English-speaking Quebec.

This change hasn't happened over night, nor is it finished. There are still a few people about who feel that teachers can be created by standing in front of 200 of them in a class-room and telling them "How To Teach English", "How To Teach Math", or even "How To Teach Typing". However, seminars, projects, T.V., study groups, and large amounts of time spent apprenticing in a class room are gradually kicking the "How to—" experts out of the way. In short, teacher training at Mac is finally starting to swing.

So this is all very exciting and you want to become a teacher. What kinds of courses and specialties are offered in this new Faculty of Education? And what is there in it for the student from rural Quebec? The fact is that the rural or small town student probably has a slight advantage over the Montrealer at Macdonald College, mainly because rural students normally have priority for campus residence and are often allowed to do their practice teaching, when the time comes, in schools close to their homes and in familiar surroundings. Thus the rural student has a better chance to get really involved in Campus life and activity as well as to learn more in practice teaching sessions.

As for courses and specialties now available, here is a partial list of the many ways to become an educator:

If you are in a hurry to start teaching you can enter the two year Class II Diploma course and be in charge of an elementary classroom in twenty-four



months after leaving Grade 11. This Diploma can be taken in Physical Education teaching as well.

If you are in Grade 12 or plan to obtain your Senior High School Leaving Certificate you may qualify for the one year Class II Quebec Teaching Diploma and be ready to take over a class after one year of training.

In either of these Diploma courses you may major in Early Childhood (Kindergarten through Grade Three) or Later Childhood (Grades Four to Seven).

These one and two year courses needn't be the end of your college training, however. The good student with a Class II Diploma may, after some teaching experience and a few summer courses, be admitted to the Bachelor of Education degree course where he can continue to his degree and become a truly professional teacher.

Suppose you have the ambition, the marks, and the support to go straight into the degree programme. Then you may enter the four year B.Ed. course, given for its first two years at Macdonald and thereafter on the downtown McGill campus. You may choose to specialize in an academic major or in music, as a teaching subject; the degree is also available in Household Economics, and in Physical Education. You would then qualify for the Quebec Class I Diploma and you could accept a job in any grade in any school in the province.

You may wish to take a degree at some other University in particular subjects and then become a teacher. Fine! Get good marks during your degree course, then apply to Macdonald for the one year Class I Diploma course. You may take this diploma in Early or Later Childhood, or you may specialize in teaching in High School the major subject of your degree, again including music, provided of course that subject is found in the Quebec school curriculum.

In addition to all these, a four year degree for music specialists (band, orchestra, instruments, or choral) is offered. Entrance qualifications for the University must include High School Music. Alternatively, if you mean to take an Associate or Licentiate in music first, you can afterwards take a teaching diploma in one year, or in three summers, at Macdonald.

Let's say you really get the bug and aren't satisfied with just a single degree or diploma. The areas of concentration for the Master's degree at Macdonald are expanding rapidly. Right now you can obtain an M.A. (Education) in Administration, Psychology, and Comparative Education, or you can register for the M.Ed. degree in Guidance and Counselling, which is one of the most highly specialized and demanding Master's degrees in Canada. A new M.Ed. degree for specialist teaching of a subject includes English, Mathematics, Geography, and History. Even now a Doctor's degree in Education is being discussed in committees, as professors and departments work to catch up and keep up with the demanding changes in Quebec education.

For the new student, of course, much more is involved than merely knowing about a list of programmes. For Diploma and Specialist courses you need to obtain admission from the Quebec Department of Education. For courses for Degrees granted by McGill you need admission from the University as well. For all of them you need ambition, energy, and the ability to communicate ideas to other people.

Date of registration, age of entry, marks required, cost, scholarships available—each is different for each of the many Macdonald courses and levels. The best way to start would be to write to:

The Assistant Registrar,
Macdonald College Post Office, P.Q.

Ask him for details of teacher training courses. There will be more letters to write and exams to pass and trips to make after that, but these will be explained in the Assistant Registrar's answer to your letter. So if you want to be where the action is in Quebec, write that letter and get into Education.

Mr. Cram is Assistant Professor in the Department of Guidance and Counselling, in the Faculty of Education of McGill University.

COURSES IN PHYSICAL EDUCATION

by Robert E. Wilkinson, B.Sc., M.A., D.P.E.

Preparation in Physical Education has been offered by McGill University since 1912. Beginning as a summer school course and gradually expanding from a one-year to a two-year, and later to a three-year diploma course, Physical Education eventually gained recognition as a four-year degree program in 1945.

Today Macdonald College and McGill University offer this four-year course leading to a Bachelor of Education (Physical Education) degree and a two-year Diploma course in Physical Education. The degree course prepares Physical Education specialists who are qualified to teach at either elementary or secondary level. The diploma program is designed to prepare specialists for the elementary school only.

Many high school graduates contemplating training in Physical Education believe that the most important prerequisite for entrance is a rich experience in athletics. They are surprised to find that the academic entrance requirements for the four-year program are identical with those for Arts or Science at McGill. This means that a student planning to enter the degree course in Physical Education must have 65 percent with Latin or 70 percent without Latin on his Junior Matriculation papers. In addition the candidate must sit for the College Entrance Examination Board tests. Those entering the two-year diploma course must have a Quebec Junior High School Leaving Certificate or its equivalent, with a pass in all ten papers and at least a 60 percent average.

It is important that students entering Physical Education possess good physical and mental health. The course is very heavy not only in terms of the number of class hours per week but also in the physical demands placed on the student. A candidate must demonstrate good physical fitness and a broad experience in a wide range of physical activities. To have a high degree of competency in only one or two areas, with little experience in others, is not desirable.

The four-year Degree course includes fourteen academic courses spread throughout the four years. Within these courses there is considerable freedom to choose many electives. The student must, however, select one school subject as his teaching minor and take a minimum of three academic courses in this subject area.

Since the Physical Education degree graduate will receive a class I Teaching Certificate authorizing him to teach in the classroom he is expected to take considerable content in Education. This includes such courses as Educational Psychology, History of Educational Thought and Classroom Methods.

An average of eight to nine hours per week throughout the four-year course is spent on the practice and theory of Physical Education. Practice includes skill courses such as aquatics, dance, gymnastics, and individual, dual and team games. Theory of Physical Education includes History and Philosophy, Psychology or Motor Performance, Anatomy, Exercise Physiology, and others.

Degree students attend a seven day Camp Course in the Laurentians, a one-week Ski School in the Laurentians, and a three-week outdoor school as part of their four-year training.

The two-year Diploma Course contains less academic content and a correspondingly heavier emphasis on the theory and practice of Physical Education. It is possible for a diploma student to apply at the end of the diploma course for entry into the third year of the degree program. Such a candidate must demonstrate his ability to handle the work of the two senior years and is required to attend a summer school between second and third year in order to acquire two academic credits.

Considerable financial assistance is available to both the good scholar and the needy student. Application must be made to a committee which handles all such requests within the Faculty of Education.

Graduates from McGill and Macdonald find employment in many different situations. The large percentage of graduates accept positions in the Protestant elementary and secondary schools of the Province, but many opportunities for employment exist outside the public schools. These include colleges, community centres, YMCA's, YWCA's, YMHA's, municipal and provincial recreation departments, industrial plants, playgrounds, summer camps, as well as many institutions for the exceptional child.

The great need for professionally trained personnel in Physical Education and Recreation continues and the supply will not catch up with the demand for some years to come.

Athletic and Recreation Facilities on Campus

The Macdonald campus enjoys a wide range of athletic facilities. This includes a men's and women's gymnasium, two swimming pools, and an artificial hockey rink with facilities for curling. The spacious outdoor campus provides tennis courts, running track, and playing fields which enable the Men's and Women's Athletic Association to offer a broad program of competitive and recreational activities.

Men participate in nine intercollegiate activities and six additional recreational activities. The women's program includes six intercollegiate activities and twelve recreational sports.

For the student contemplating a teaching course at Macdonald College there is certainly unlimited opportunity for competitive or purely recreational extracurricular participation.

□

A Professor of Education, Dr. Wilkinson is Chairman of the Department of Physical Education in McGill University.

CHANGING PATTERNS IN TEACHER EDUCATION

by Miles Wisenthal, B.A., M.A., Ph.D.

The emphasis placed on the importance of well-trained teachers by the Parent Commission appears to have been fully accepted by the Provincial government. Proof of this acceptance is the publication of Regulation Four which deals with teacher education. This establishes that professional preparation for teaching shall take place only after the candidate has completed thirteen years of schooling; that is, after two years beyond Grade 11. No date has yet been set for its implementation.

This represents a long step forward toward the realization of the aims of the Parent Report and the aspirations of the Provincial Association of Protestant Teachers. The latter group has made frequent statements about the desirability of university degrees for all teachers; Regulation Four brings this dream a little closer to reality. However, this need for an additional two years of post-secondary education raises a number of problems. Answers must be sought to such questions as the following:

Where will the two years of post-Grade 11 education be given?
Who will be responsible for this?
What will these two years consist of?
Will it cost as much as university education?

Some of the answers will be provided when Bill 21, the General and Vocational Education Colleges Act, becomes law. This bill provides the necessary legislation for the establishment of the Institutes recommended by the Parent Commission, which will be known as "Colleges". It is at these Colleges that all Grade 11 graduates will receive their two years of pre-university education; included will be students aspiring to become teachers.

The locating of English-language Colleges throughout the Province presents certain difficulties in view of the size of the enrolment required to establish any viable educational institution. Despite the fact that both Roman Catholic and Protestant English-language students will all attend the same Colleges, it is difficult to believe that Colleges can be established in areas at any great distance from Montreal. Some 80% of the English-speaking population of Quebec live within 25-mile radius of Montreal. It is idle to speculate on the possibility of Colleges conveniently located in all areas of the Province in the immediate future; it seems likely that they will have to be located on Montreal Island.

If the recommendations of the Parent Commission are followed, Colleges will charge no tuition fees; admission requirements will be set by the Department of Education; and the course of study will be well diversified. The effect of the introduction of this new level of education will be to raise appreciably the academic qualifications of teachers. This will come about in two ways. First, all future teachers will have completed a total of at least fourteen years of schooling, including a year of professional training; this will make a marked difference in the entire profession. Second, the course requirements for a Bachelor of Education degree will then involve a total of three years of study after completion of the two-year period at the Colleges.

Regulation Four specifies that teacher education shall be carried out in a university setting; this demands that some considerable changes be made in the character of Macdonald College. As is well known, Macdonald is a science-orientated campus of national and international repute; however, more than science is required for the preparation of teachers for our schools.

The present arrangement which compels students to complete the third and fourth years of the Bachelor of Education course on the McGill campus is unsatisfactory from a number of points of view. When the Faculty of Education was established in 1965, Dr. Rocke Robertson, Principal and Vice-Chancellor of the University, announced that steps were being taken to create a Faculty of Arts on the Macdonald campus. Plans are now well developed which will permit the full growth of a well-integrated, comprehensive, undergraduate university complex that includes all the elements needed for the full education of teachers. Macdonald College will continue to be the principal source of English-language teachers for Quebec, and will perform this task even more effectively than it has in the past. □

Dr. Wisenthal is a Professor of Education of McGill University who has spent much of his time in the past two years on secondment to the Provincial Government's Department of Education in Quebec.

John,

The children are down on the river skating and I would normally be with them, breathing in some t crisp air and getting some much-needed exercise, but I gave my ankle a bit of a twist last night dancing at the school and so I have to sit with my foot up. There's a good fire going in the fireplace, ver, and Marg is out in the kitchen baking some scones for supper. I thought that this would be a good to write to you a letter that I have been meaning to write for some time. What reminded me was the that it was just about a year ago that you spent the week-end with us. On Sunday afternoon, as bright o-day, we walked through the sugar bush, and for the first time you saw maple syrup being made. some of the farmers have started to tap again and we're about due for another visit from you, but time I was thinking of something a little more permanent.

I know that contract time is coming up and that all sorts of city school boards will be approaching for your first teaching job. But I want you to consider seriously the possibility of coming out here to ch. You may have been brought up in suburbia, but it is because of that and all the other things you ve been doing during your college career that I think you have something to offer which our young people ed. Mind you, I think that we have something to offer too, but we need some more highly qualified and chly experienced young teachers like yourself.

You've already travelled quite a bit and your vision is a broad one. This is one thing I would want ou to bring along. And even though you have been active in extra-curricular activities (and this will be a big asset to you), your marks haven't suffered. I think that our democratic form of government must have its roots in the schools. Your experience on the students' councils in both high school and college puts you in a wonderful position to offer some real leadership in this field.

I remember well the Science Fair which you invited me to at your school. What impressed me most, I think, was the natural enthusiasm of the pupils who took part, whether as active exhibitors or as spectators. And you know how enthused my own children were just to see the displays. This experience, plus the part you played in Open House at the college, puts you in a wonderful position to help organize a display in our district. I can't think of a better learning experience than one in which the pupils are planning and executing their own experiments or demonstrations.

Your musical interests are needed too. Our town isn't that far from the city, but it's a bit on the small side to attract professional entertainment. We're inclined to enjoy the young ones doing something in their own amateurish way anyway, and I know how enthusiastic they would be themselves. All they need is a little push and some enthusiastic leadership. In fact, when you get right down to it, there are all sorts of opportunities to enrich the lives of our young people and we need people like you to help us out.

But I'm going to suggest that even your own life can be considerably enriched by teaching and living out here. Did it ever occur to you that the science lab isn't, in fact shouldn't, be confined to the space within four walls of the school? Rather it spreads itself out to the fields and pastures, the woods and streams which are but a stone's throw from the school. Did it ever occur to you that history is not textbooks? It's people, John, and their monuments, whether their monuments be spiritual or temporal. History is right around us, whether it's a battlefield of an early war, an overgrown and forgotten cemetery of Fenian raiders, the grist mill still grinding by the waterfall, the log buildings of the pioneers, or the stone and brick homes of their descendants.

For all the material that is around us there could be a field trip every day in geography—a mountain range, plateaux, rolling countryside, the valley with its alluvial deposits, a stream which is somewhat meandering now, and even what might be considered a small delta not too far off. It's all here, ready for the taking.

Life isn't passing us by either. It's savoured fully. Births, marriages, deaths, are all important to a degree unknown in the city. Family life is significant. Much of our social life in fact is based on the family. I suppose that some people would call it a simple life, and I guess that it really is. But it is sincere and unsophisticated. I remember one of the first compositions ever done for me. It was a description of a young lad helping his father to spread the manure. Nothing could be more unsophisticated than that, not to mention refreshing! I remember also the first harvest fair I attended at the school, when the youngsters brought in the fruits and vegetables they had grown themselves, their preserves, their handiwork. It was obvious how much pride they took in their work. It was important to them. They can still teach us a lot.

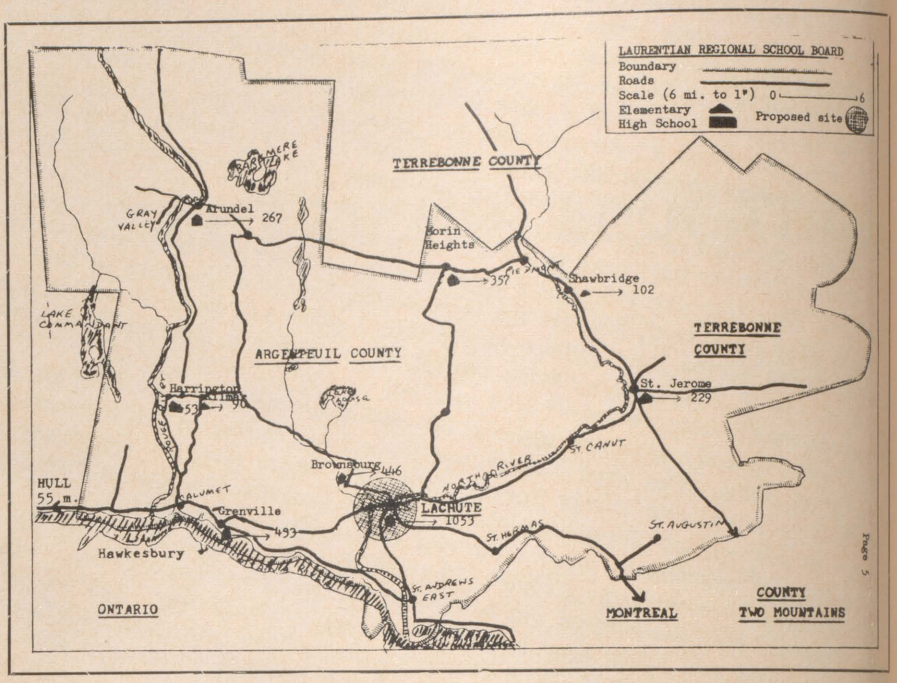
You know the expression, "Ye are the salt of the earth." I really didn't know its full meaning until I came to live out here. It wouldn't take you long to discover its significance either, and I can promise you that a decision to teach here will be one decision that I know you will never regret. I hope you will come.

Sincerely,
Bob.

Assistant Professor in the Faculty of Education, Robert M. Gill taught high school in Huntingdon, and was Principal of Beauharnois Intermediate School, before coming to join the Department of Instruction in Language Arts at Macdonald.

RURAL EDUCATION IN PERSPECTIVE
Opportunities today and tomorrow

by J. Meikle A. Turner, M.A., H.Dip. Ed.



To some the idea of teaching in a rural area conjures up a most illusionary picture. In the mind's eye are seen decrepit schools with antique furniture and equally antique teachers, massive snow drifts and vicious cold, with the outdoor privy almost a reality but forty miles from Montreal.

The thought of leaving the warm security of the large centres with efficient systems and ultra-modern facilities for "the sticks" is a prospect as unappetizing as asking a southerner to eat ptarmigan's eyes, Eskimo style.

That all this is half prejudice and half misconception is to be guilty of oversimplification, but we might let this statement stand in any case. In all truth, many teachers and prospective teachers have pre-conceived ideas about rural education based on what *was* fact, and although many of our problems in rural education are a legacy from the past, things have changed so rapidly in recent years that it would be no harm to examine some of these misconceptions in detail.

Mr. Turner was educated at Dublin University, Ireland, taught for two years in Montreal, and became Principal of Grenville High School in the Laurentian Region from 1961 to 1966. He is now Assistant to the Director General for that Regional School Board.

SALARY SCALE: It is commonly said that you will not get properly paid for teaching in a country school. No wonder you hear this tale, for unfortunately for too many years many rural school boards were packed with tax-conscious tight-fisted property owners, who, lacking a broad education themselves, and having got along very well indeed without it, saw no particular value in education and stubbornly refused to lift their vision above the mill rate, which was the first and last consideration. Today, and more particularly in the last decade, we have witnessed an awakening to the place of education and the necessity for a high standard of instruction across every sector of society. The technicians of tomorrow will be drawn from sons of the soil as well as the sons of the city, and well-qualified, competent teachers are attracted to rural areas wherever salary scales are competitive and realistic. With the exception of a small minority of Boards which horse trade for teachers in an effort to get the maximum pull for the minimum of hay, most rural boards offer salary scales and working conditions along the lines of the large cities, Protestant Schools following the example of the Protestant School Board of Greater Montreal in these matters.

SECURITY OF TENURE: Perhaps even more so than salary, the problems of security of tenure have deterred teachers from teaching in the country. In the past, teachers have been fired for all kinds of reasons—oft-times irresponsible and trivial. Some rural Boards would let a teacher go when he or she became "too expensive". . . i.e. crept up on the salary scale by reason of improved qualifications or years of experience or both . . . and when to pay the required salary raised too many eyebrows in the community. Some rural boards would, in the past, let a teacher go where he or she acted with professional competence and refused to be led around the ring like a circus horse to the tune of the board chairman or the secretary-treasurer. Others. would fall by the wayside when they brought pressure to bear upon a commissioner's son who never did any of his assignments. So the feedback to the city teacher of these myriad stories from the sticks, usually spiced up a little for added dramatic effect, would be quite sufficient to deter the teacher who showed some enthusiasm for teaching in the country. *Today* the emergence of strong teachers' associations like the Provincial Association of Protestant Teachers has reduced such incidents, and the school boards' associations have exerted strong influence in the establishing of a code of ethics for employer and employee so that security of tenure is not an issue any more . . . in fact, the pendulum has probably swung a little too far in the opposite direction.

WORKING CONDITIONS: The picture of-

ten painted of working conditions would lead one to believe that the painters had been reading too much Dickens. On the whole, rural schools today are modern in almost every respect. You may yet walk into a classroom and eye desks that might be better placed in Upper Canada Village, but can find these in city schools too! Most rural schools have maintenance and rotational replacement policies which ensure the systematic rejection of antiquated equipment in due time. Working conditions are similar to city schools and a teacher can expect spare periods, smaller classes and even the same holidays!

ISOLATION: The expression "out in the sticks" crystallizes the concept of remoteness and isolation with primitive overtones which typifies the thinking of many of our city teachers. "You are not moving away out there?" is familiar to me, for I went "all the way" to Grenville, some sixty miles from Montreal. The "buggy" days have gone, and the face of the rural areas has changed dramatically over the years. Students who once came to school by snowmobile and skis, battling drift-filled tracks, now travel in school bus and taxi over well-graded roads or hard-top pavement: the snowdrifts rarely beat the plow. The teacher who once lived in simple fashion, billetted in an adjacent home, drives a car today, and may live in the next community or anywhere within a score of miles. We really have to define what we mean by isolation in this day and age. Living in the country may make it hard to get to the Place des Arts, the city lights are seen only when one makes a specific trip and drives some distance for this purpose, but one is *not* isolated in the normal sense of the word.

SOME OBVIOUS DIFFERENCES: It is obvious that there are some significant differences between living and working in the country and in the city. Whether or not these differences are disadvantages or advantages is really a matter of taste and opinion. That the pace of life is slower is a Godsend, for I have had my fill of the rat race. That the children in the classrooms are unsophisticated in their manner, quiet in their behaviour, and natural in their actions, is to me refreshing in a world where over-indulged youngsters demand the earth in their early teens. To derive pleasure from the beauty of one's surroundings and to build up entertainment around the family fireside is to live; it is not for those who depend upon paid entertainment to be purchased as an item is purchased in a supermarket. That you will work more closely with the school board, with the home and school, and with the community at large is to have a human contact which the impersonal larger systems have long since lost. That you will have fewer professional colleagues around you is to some a snag, to others it is a challenge. You are very directly responsible for what you do, there are no props and crutches, you sail your ship alone, for your professional consultation is rather infrequent and intermittent.

The people who work in the city make the country their playground, and the weekend highways are the crammed escape routes to the lakes. How much better it is to work in the country in the first place and be on the spot to enjoy the weekends! For the country resident a trip to the city on the weekend becomes a pleasure, for so many city dwellers have rushed off to the country it is even possible to park and almost a pleasure to drive downtown.

THE EMERGENCE OF THE REGIONAL SCHOOL BOARDS:

The future for rural education in Quebec is brighter than ever, and a dramatic change in organization has been ushered in by the creation of Regional School Boards. Following the reports issued by the Royal Commission of Inquiry into Education in the Province of Quebec, the Government established an independent Education Department within the civil service, and launched Operation 55 to create that number of Regional School Commissions across the Province. This programme has expanded to 64 with the creation of nine Protestant (English Speaking) Regional Boards. The primary responsibility of Regional Boards will be to operate Composite, or to use the translation from French, Polyvalent Regional High Schools. Secondly they may be charged with the responsibility of operating or controlling elementary education within their territories, depending on the authority transferred to Regional Boards by Local Boards, and the extent of this authority. This many Regional Boards will be permitted to supervise and coordinate curriculum and instructional standards in the schools which feed the Regional High School of Schools. Some degree of equality is essential if all pupils are to benefit equally from these larger High Schools. It is the opinion of the writer that *all* aspects of education, primary, elementary and secondary, should be under the jurisdiction of the Regional School Board for each area. Perhaps it will not be too long before we can break down local jealousy and petty prejudices in the interests of the children.

THE LAURENTIAN REGIONAL SCHOOL BOARD:

If we take a closer look at the structure and operation of the Laurentian Regional School Board, headquartered in Lachute, we will get a better idea of the importance and magnitude of this Regional Programme in a rural area.

The map shows the present boundaries of the territory administered by this Board, an area of about 60 miles by 30 miles. Presently there are eight local school boards in this area, serving 1,000 high school and 1,350 elementary pupils. The Planning Committee report called for the establishment of a Polyvalent High School in Lachute to serve 1,350 students, of which 200 will be English - speaking Roman Catholics. Plans are now well advanced and work is about to begin on the final architectural drawings. The school will open in September 1969 and will offer to students within the territory a complete High School Programme for the first time. Hitherto the programme in most area schools has been strictly academic, with some diversification into commercial, home economics, and industrial arts, possibly only in Lachute High School itself. A list of facilities in the new school is not exciting reading in itself, but the completeness and flexibility that these new facilities will offer to all area students is indeed exciting. A complete academic programme will of course be offered, with advanced facilities for technical and vocational education, a commercial programme, and the arts. The new look is being further enhanced by the joint campus arrangement, which will see this Regional High School built on the same campus as the Regional School being built by La Commission Scolaire Regionale Dollard-des-Ormeaux for French-speaking students. The two schools will be connected by a common foyer, the "Place d'Accueil", and there will be some shared facilities. There will be one auditorium to serve both schools, one cafeteria complex, and one major playing area, with each school operating smaller supporting playing areas of their own. Shop facilities will be partially integrated, and since care has been taken to avoid duplication of shop facilities, shop sharing can be developed towards almost complete integration. Here, for the first time in this area is an attempt to break down the "two solitudes" which has beset us, and bring our younger generation up in a spirit of partnership and unity. Here will be the merging of about 2,700 students on a campus of 120 acres set in open country by the North River, the whole educational complex costing

(please turn to page 21)

THE FAMILY FARM

PUBLISHED IN THE INTERESTS OF THE FARMERS OF THE PROVINCE
BY THE
QUEBEC DEPARTMENT OF AGRICULTURE AND COLONIZATION

Compiled by T. Pickup of the Information and Research Service, Quebec Department of Agriculture and Colonization.

This month in the FAMILY FARM *Section*

page 12

Guarantee Modification

Page 13

Fruit-production Report '66

page 14

The Farm of Douglas MacKinnon

page 15

Postal Cow Testing

Crop Insurance Bill Tabled

PHOTOGRAPHS BY OMER BEAUDOIN

GUARANTEE MODIFICATION

The Minister of Agriculture and Colonization, Mr. Clément Vincent, has tabled a bill in the Legislative Assembly which is designed to modify the present form of guarantee required under the Dairy Products Act from milk dealers to ensure payment of sums they owe or may owe to their producer-suppliers.

Under the present act, milk dealers must deposit money or securities or a surety bond to guarantee such payments. The new bill requires them — and also dairymen's associations and agricultural cooperatives which are milk dealers — to take out surety bonds issued by the Quebec Agricultural Marketing Board.

Bill 46 stipulates that the premiums thus collected by the Agricultural Marketing Board shall be used exclusively to pay sums claimed from milk dealers by their producer-suppliers. If necessary, the Minister of Finance may advance the Marketing Board the funds needed to meet its obligations in this field.

Until such time as the Board starts to issue the above-mentioned surety bonds, the Minister of Finance may provide, on behalf of milk dealers who find it impossible to do so themselves, the guarantee now required by the Dairy Products Act, in return for a premium and on other conditions that he may set. The premiums exacted will be turned over to the Marketing Board and any payment made by the Minister of Finance in connection with this guarantee will be considered as an advance to the Board. The Minister may only grant this service to milk dealers recommended to him by the Board.

This change in the Dairy Products Act is necessary because an important group of insurance companies which have hitherto provided a big percentage of the guarantees required by the Act ($8,797,000 out of the approximately $13,000,000 deposited for 1966) have decided not to renew any of the guarantees they had issued to various Quebec milk dealers. □

Georges Lemire, Maskinongé dairy farmer. Average yield of his Holsteins in 1962 was 12,500 lbs. of milk with 3.8% fat.

FRUIT-PRODUCTION REPORT '66

Jocelyne, Pascale and Roch Labrecque and a friend picking strawberries at Beaumont in Bellechasse County with the Island of Orleans in the background.

The Québec Bureau of Statistics, Agriculture Section, has published an estimate of the 1966 fruit crop in the Province of Québec, together with the 1965 production value. Also included in this report are statistics on the fruit production by provinces, the sales of fresh fruits on the market and to processors, and Québec exports and imports of apples.

"Fruits 1966" is a new publication replacing the bulletins "Apples" and "Blueberries" which were published separately in the past. It contains, in addition to statistics on apples and blueberries, information on the production and value of strawberries and raspberries. The grouping in one publication of statistics concerning the principal fruit crops should prove useful to all those interested in this sector of agriculture. Some of these statistics are given below.

APPLES: The apple crop, estimated at $4,100,000 bushels in 1966, shows a decrease of 47 per cent from the previous year's record production of 7,733,000 bushels, and is 20 per cent below the average for the five-year period 1961-1965 established at 5,167,000 bushels. Cool weather at blossom time is to be blamed for the decline, as is an abnormally heavy June drop. There was also the unfavourable distribution of rainfall during the summer which resulted in a reduction of the fruit size. Finally, one third of the production was damaged by hail and wind.

STRAWBERRIES AND RASPBERRIES: The strawberry production reached 7,250,000 quarts in 1966. This compares with 1,995,000 quarts in 1965, a very low crop which was attributable to late frosts having occurred that year. The raspberry crop in 1966 is estimated at 1,345,000 quarts as against 1,165,000 quarts in 1965.

BLUEBERRIES: The 1966 blueberry crop is estimated at 16,550,000 pounds compared to 3,081,000 pounds in 1965. The average production of blueberries for the five-year period 1960-1964 is estimated at 5,911,000 pounds.

MR. GASTON LAMARRE

Mr. Gaston Lamarre, Agronome, resident of St-Jérôme in the county of Terrebonne, died on the 12th of March 1967 at the age of 58 following a long illness endured with exemplary patience. He is survived by his wife, Mrs. Thérèse Lamarre (née Paquet) and three daughters, Sylvie, Suzanne, and Marie, aged respectively 20, 17 and 9.

Mr. Lamarre was born in the St-Jean district, took his classical course at the Seminary of St-Hyacinthe and obtained a bachelor's degree in agriculture in 1933 from Oka Agricultural Institute.

He began his professional career as secretary of the Agricultural School at Ste-Martine, and was subsequently engaged in the Postal Cow-testing service of the Department of Agriculture at Quebec, the Dairy Industry branch, the Maple products and Beekeeping section and, starting in 1942, the Quebec Farm Credit Bureau in which he was engaged first as an agricultural appraiser for the Hull area and Northwestern Quebec and later regional adviser at St-Jérôme in Terrebonne county, the position he held at the time of his death.

For a quarter of a century, Mr. Lamarre was a wise and well-informed adviser in money matters to the farmers in his region, his knowledge and experience qualifying him as an expert in solving their financial problems, a role in which he was unsparing of his time and devotion.

In his leisure moments he was a philatelist and numismatist. He was also a keen amateur naturalist with a constant interest in botany and helped the Reverend Father Louis-Marie of the Trappist community at Oka to prepare a herbarium containing 100,000 specimens which is now in the Faculty of Agriculture at Laval University.

In Mr. Gaston Lamarre, the Department of Agriculture and Colonization has lost a competent and faithful professional member of its staff, the farmers have lost a friend who was always ready to help them, and the Corporation of Agronomes a distinguished and esteemed colleague.

This page supplied in the interests of the Family Farm by the Quebec Department of Agriculture and Colonization.

The Farm of Douglas MacKinnon

West Barnston, Stanstead

Mr. MacKinnon's farm is typical of this hilly and cosmopolitan region of the Eastern Townships: about 200 acres of good organic and medium-textured land have been cleared on slopes of varying steepness and there are considerable acreages of woodlands and uncultivated land. This competitor taps a fine maple bush of 1,000 trees which brings him appreciable returns; but his readiest sources of income are dairy cows, pigs and beef cattle. He also keeps some sheep.

The crops consist of 42 acres of mixed grains (oats and barley), 12 acres of Pride corn, and 67 of timothy and red clover hayfields. The soil on this farm, which Mr. MacKinnon has operated on his own account since 1960, has been limed for the past twenty years. About 50 tons of lime a year are being used at present. Manure is applied plentifully, preferably in spring, to the timothy hayfields and the land on which the corn is to be grown. In response to these treatments, supplemented by annual applications of 15 tons of commercial fertilizer, the soil yields good crops.

The entry form for the Agricultural Merit contest lists 118 acres of pasture, eight being fertilized and 45 included in a special rotation. The crops are rotated in a five-year cycle — two years of mixed grains and three of hay. On the 17th of August, the grain and corn crops appeared very promising and 10,000 bales of good hay in the mow bore witness to a satisfactory yield from the hayfields, on which the aftermath growth was also vigorous.

The dairy herd comprises 45 Holstein cows with an average milk yield of 8,500 pounds a head. The conformation of these animals would suggest a higher yield. In any case this herd, whose annual production has increased by 500 pounds a head since three years ago, is definitely being improved. Mr. MacKinnon also raises beef cattle: he keeps 15 Hereford steers under loose-housing conditions and mates Herefords with Holsteins to produce market calves.

There is a well-kept piggery with a dozen sows whose piglets are reared for sale. This department of the farm is expanding; in fact it has doubled during the past two years.

The machinery is suited to requirements and, although unpretentious, the buildings are adequate for the time being. There is a new milk-house. The machinery is stored in a passable building and minor repairs are carried out in the well-equipped workshop.

Mrs. MacKinnon is an Irishwoman who came to Quebec six years ago and likes her adopted country. She is the mother of three young children. In fact she is the type of woman whose devotion and industry are a remarkable stimulus to a husband's career.

This competitor is a well-informed and progressive farmer. The shortcomings noted in his enterprise are probably the result of a shortage of labour. The semi-pipeline he has installed in his barn will ease the task of milking, to the benefit of other work, and he may be able to attend to many details that he is now forced to neglect.

(From the report of the Agricultural Merit contest for 1966)

SEED SUBSIDIES FOR DROUGHT-STRICKEN FARMERS

The Minister of Agriculture and Colonization, Mr. Clément Vincent, has announced a new assistance policy for the benefit of farmers in the Lower St. Lawrence whose crops were destroyed by drought last summer. The Department will pay a substantial subsidy for the purchase and transport of registered or certified seed — namely $1.00 for the purchase and $1.00 for the transport of each bag of such seed.

Mr. Vincent said that the policy would apply to the six counties in the Lower St. Lawrence area which are entitled to assistance for the purchase of hay (Gaspé-North, Matane, Matapedia, Rimouski, Rivière-du-Loup, and Témiscouata) and to two other counties in the Gaspé peninsula, namely Gaspé-South and Bonaventure, and also to two counties in the west of the province, Gatineau and Pontiac which suffered from drought last year although less severely than the Lower St. Lawrence counties.

This subsidy will, however, only be paid on the following varieties recommended by the Quebec Seed Board: *wheat,* Selkirk; *oats,* Dorval, Glen, Garry, Roxton and Shefford; *barley,* Champlain, Montcalm, and Parkland.

Farmers who wish to take advantage of this assistance policy are required to pool their orders through the agency of cooperatives, syndicates or seed dealers. These agencies are authorized to claim the subsidy on behalf of the farmers, who will not themselves make any direct claim to the government. The final date for submission of claims is July 1st, 1967.

□

COURSE FOR JUDGES

The Minister of Agriculture and Colonization has announced that the judging of entries for the Farm Beautification Contest will take place between the 1st of July and the 15th of August 1967.

In order that judging shall be consistent and impartial, the judges will have taken a special course at the Institute of Agricultural Technology at St-Hyacinthe on the 11th, 12th and 13th of April 1967.

More than 10,000 Quebec farmers have entered for the contest and over $100,000 will be awarded in prizes.

This page supplied in the interests of the Family Farm by the Quebec Department of Agriculture and Colonization.

Weighing the milk and taking samples on the farm.

Testing the samples at the Quebec Department of Agriculture.

Postal Cow Testing

This is about the time of year when the majority of the cows in the herds of manufacturing milk producers freshen: it is therefore also a good time to start postal cow testing (dairy herd testing).

The profit from a cow that yields 10,000 pounds of milk a year is about 20 per cent higher than the profit from a cow yielding 8,000; and a cow yielding 8,000 makes about 30 per cent more profit than one yielding only 6,000.

These figures show how profits are tied to milk yields. To increase them both, the dairy farmer should know the annual yield of each of his cows so that he can make an accurate assessment of his breeding stock and a sound choice of the best replacements for his herd. Herd testing throughout the lactation period of each cow is the surest guide for this purpose. Start now. Call your agricultural representative and he will let you have all the information you require.

This page supplied in the interests of the Family Farm by the Quebec Department of Agriculture and Colonization.

CROP INSURANCE BILL TABLED

The Minister of Agriculture and Colonization, Mr. Clément Vincent, has tabled a bill which is designed to provide insurance for field crops and special crops against certain natural hazards such as hail, frost, drought, excess rain, early snowfalls, hurricanes, winterkilling, and insects and diseases against which there is no practical means of protection. The provincial government will assume 50% of the total cost of premiums under this plan.

Some of the other provinces have crop insurance programmes based on an agreement with the federal government but the plan proposed for Quebec has particular advantages that are unique in Canada at present. Other provinces are concerned at present with insuring special crops; for example, fruit trees in B.C., potatoes in P.E.I., winter wheat in Ontario, and wheat and other grains in Manitoba and Saskatchewan. Quebec's programme includes insurance for field crops, *i.e.* hay, silage, grain and pastures intended mainly for feeding the livestock on the farm where they are grown. It also provides for additional compensation to the beneficiary in the form of the replacement value of forage and grain crops required to feed the number of animal units kept on an afflicted farm, and for payment of unaccustomed expenses incurred by the beneficiary to carry out operations intended to reduce or prevent crop losses.

Besides paying half the total cost of the premiums, the provincial government bears all the expenses of administering the programme. In the event of an agreement being concluded between Quebec and Ottawa under the terms of the federal crop insurance act — and as provided for in the bill — the Quebec government would recover half of the expenses of administering the programme plus half of its contribution to the payment of premiums, and reinsurance would be allowed as in the other provinces, if considered appropriate.

While insured farmers in Quebec will pay only 50% of the total cost of premiums, those in Ontario pay 70% and those in Manitoba, Saskatchewan P.E.I. and B.C. pay 75%.

The Minister of Agriculture and Colonization is to be responsible for applying the Crop Insurance Act: its administration will be entrusted to the Quebec Crop Insurance Board which will be organized on the same lines as other provincial bodies of a similar type.

The plan will come into effect on the first of January 1968. Farmers who wish to participate in this optional and contributory crop insurance programme will have until April 1st 1968 to apply.

In view of the low rates at which it will be possible to obtain adequate protection against crop losses under the plan and the many other social and economic advantages it offers, it will be to the advantage of the farmers of the Province to participate in the Quebec crop insurance programme on a very wide scale. They will shortly receive a booklet explaining the main features of the plan and the way it will work.

Mr. Henri Potvin stooking oats on his farm at Jonquière. This is one of the crops covered by the new Quebec Crop Insurance plan.

CANADIAN AGRICULTURE AND THE FAMILY FARM

The fundamental importance of agriculture in Canada's economy was stressed by James Bentley, President of the Canadian Federation of Agriculture in his address to the 47th Annual Meeting of the Meat Packers Council of Canada.

"It is significant that in the history of mankind no nation has become great industrially until it has developed its agricultural resources. So it has been with Canada, for on the foundation of agricultural expansion was built the industrial complex that we have in Canada today," said Mr. Bentley.

Taking as his subject 'Agriculture in Transition' Mr. Bentley portrayed the challenges and problems facing the farming industry and the adjustments required of it to meet economic change.

Canada, although having a population of only 20 million people, is one of the major trading nations in the world, with industrial goods and agricultural products both contributing their share to international trade. While only 7.7% of our population is now engaged in farming, a decline of 60,000 from the number of a year earlier, nevertheless agriculture is still of tremendous importance in the production of new wealth in the Canadian economy, Mr. Bentley stated.

"It is in the last 25 years that the greatest changes have taken place in agriculture in Canada. Our farmers produce mostly raw products and buy processed food, production materials and a vast range of equipment used in modern agriculture. Another aspect of modern farming is the trend to specialization."

Mr. Bentley told the meeting that not all farms in Canada have reached the same stage of productivity. "If we take the top 10% of the farms in Canada with sales of $10,000 or more, we find that they account for 45% of the total production and 54% of the farms account for 90% of the agricultural output.

The last four years have witnessed the greatest period of grain production in the history of Western Canada. In the livestock field cattle and hog prices have improved over the previous year due primarily to a strong domestic and U.S. export demand.

Forecasting that four out of five rural young people will have to find employment outside of agriculture, Mr. Bentley stressed the need for educational improvement.

The speaker also expressed the belief that although the average size of farm units will get larger, for economic purposes, he was convinced that the most efficient farm unit is that operated by a farm family, and he emphasized that "farm management is still one of the most important and vital ingredients necessary for success in modern day agriculture."

1966 SUGAR-BEET PRODUCTION

The Minister of Agriculture and Colonization, Mr. Clément Vincent, has announced that the refinery at Saint-Hilaire produced 35,845,350 pounds of sugar, 8,926 tons of beet pulp, and 6,054 tons of molasses from the 1966 sugar beet crop.

The refinery bought beets from 943 growers who delivered 130,196 tons to the plant for a gross return of $1,692,-548.00, or an average of $201.11 per acre from the 8,418 acres sown to the crop.

The plant at Saint-Hilaire operated from October 5th 1966 to January 12th 1967 (94 days) to process the season's sugar beet crop. The average weight of beets processed per day was 1,397 tons.

"It was a very good year," commented Mr. Vincent, "because the average yield of sugar extracted per ton of beets was 257.32 pounds, whereas the year before it was only 211.1 pounds."

From the standpoint of sugar content, this yield is the highest since 1960 when it averaged 262.4 pounds a ton.

The 1966 sugar beet crop produced 2,500,000 pounds more sugar from 10% less land than the 1965 crop.

□

CDA APPOINTMENTS

Two new Assistant Deputy Ministers to the Canada Department of Agriculture have recently been appointed. Dr. R. Poirier, Dean of the Faculty of Agriculture of Laval University will be Assistant Deputy in charge of economic and policy studies. Dr. Poirier is a poultry geneticist by training and has served for a period in the feed industry. Heading the CDA's Production and Marketing and Health of Animals branches is W.E. Jarvis who was formerly Deputy Minister of Agriculture in Manitoba and, prior to that, Manitoba's Livestock Commissioner.
(From "Facts, Figures, Comment", Vol. 17, No. 12)

This page supplied in the interests of the Family Farm by the Quebec Department of Agriculture and Colonization.

NEW COORDINATOR FOR QUEBEC AGRICULTURE AT EXPO

Mr. Roland Bergeron, hitherto chief private secretary to the Minister of Agriculture and Colonization, Mr. Clément Vincent, has been appointed acting head of administration for the Department. In addition, he will serve as coordinator of the Department's activities at Expo '67. Mr. Vincent has also announced that Mr. Bergeron will represent the Department of Agriculture and Colonization on the interdepartmental committee for sports and pastimes.

Mr. Bergeron was born on November 3rd 1932 at Saint-Grégoire in the county of Nicolet. Following his elementary schooling in Saint-Grégoire he attended the Seminary of Trois-Rivières and then the Seminary of Nicolet, obtaining his B.A. in 1953. In 1956, he obtained a master's degree in commerce (accountancy division) from Laval University.

Mr. Bergeron is a member of the Corporation of Professional Administrators. He was with the firm of Belanger and Rouleau C.A. of Nicolet until 1958 when he established himself as a consultant in business administration and accountancy. He conducted this enterprise until his appointment as Mr. Vincent's private secretary in 1966.

□

LINOTT FLAX VARIETY

A new variety of flax, named Linott, has been developed and licensed by the Canada Department of Agriculture and will be multiplied in Quebec this year.

Dr. A. W. S. Hunter, director of the Ottawa Research Station which bred Linott, says that the new variety has wide adaptation but is primarily recommended for the province of Quebec. Some 30,000 acres in that province are seeded annually to flax, growers relying mainly on Marine and Norland varieties. Linott is intended to replace Marine because it matures, on the average, three days earlier, and also produces nine per cent more oil per acre. It is also resistant to wilt and to all North American races of rust.

Since stocks of Linott seed are limited, this year's distribution will be in the hands of the Quebec Provincial Seed Stock Committee. The committee will contact the growers they select to multiply the seed this year.

Extensive tests of Linott were carried out by the Quebec Seed Board with the co-operation of the staff of the Faculty of Agriculture of Laval University.

(From "This Month with CDA")

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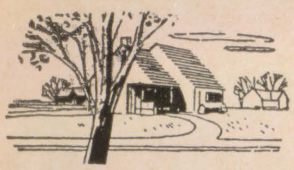

THE BETTER IMPULSE

News and Views of the Women's Institute of Quebec

AFTER CENTENNIAL – WHAT?

1967 speeds by with its surfeit of possibilities as yet untouched. Most of us will visit or be visited. Guests may come from other lands, giving us a glimpse of different customs and traditions. The world will come to Montreal inviting us to mingle freely.

The Confederation Train will spend some sixty days in our province. Two Confederation Caravans will tour Quebec between May 1st and the end of November. The Centennial Tattoo will present a scaled-down performance in various Quebec cities. The Voyageur Canoe Pageant will paddle down our waterways in August.

What are we planning for 1968? Our National Convenor of Education has recommended interprovincial visits. This could be the answer. Difficult? Not as difficult as you might imagine. Perhaps a few highlights of just such a visit will spark the desire to set forth.

An invitation from Essex and Kent Counties, Ontario, started twenty-three WI members on a four day jaunt last September. A trip that was to take them to the Adelaide Hoodless Home, Niagara, Ridgetown, Chatham, Leamington and Windsor. This differed from a regular chartered bus trip because of the contact with WI groups. Two busy days were scheduled, coffee breaks, luncheons, dinners, plus well-planned sightseeing. All enjoyable, but dwarfed in importance in comparison to the fellowship.

You have no invitation? This means you must take the initiative. What time of year is most convenient? Where will you go? Will it be an inter-provincial visit, or a visit to several Quebec counties?

Once your choice is made, contact provincial or county executive. Entertainment need not be a burden. Many groups would gladly cater to a stated number and who wouldn't be willing to pay for a luncheon spiced with friendship and a new acquaintance?

No one is more qualified to suggest points of interest than local residents. Bus company personnel may also suggest stops en route. A few empty seats will add to the expense, but provide the luxury of elbow room.

Motel prices are reasonable when the price is divided by four. Your wardrobe needn't be extensive. The lady with the smallest bag will have the least space for family cares. They'll be tucked away before she leaves home.

Once the last passenger is seated, the bus driver assumes responsibility and you are free to enjoy the scenery, chat with your neighbours, or curl up in an empty seat and drowse.

How stimulating time spent with WI groups will be. New ideas for your local WI, certainly new freindships formed. Should your tour be to another province, it is probable you will meet WI members amazed to find how similar the life of a Quebec woman is to that of the rest of Canada.

Our news media fling every mention of conflict to the four corners of the earth, but who is to tell of kindly neighbours, pleasant every day trivialities? Here is a challenge. This year we'll entertain. Next year let us visit.

Elsie Graham,
QWI Convenor of Education

QUYON W.I. SPONSORS RABIES CLINIC

In recent years, much has been heard about the occurrence of rabies, with occasional headlines about persons being attacked or bitten by rabid wild animals. The danger of infection increases yearly, as rabies spreads quickly among wild animals, including squirrels. Rural residents, living in country areas where wild animals abound, need to be aware of the danger.

It is not possible to control this virus disease in the wild animal population, but it can, and should be controlled in domestic pets, by annual inoculation. In some towns regular clinics are held, in some occasional efforts are made.

Quyon Women's Institute, alert to this problem, decided to do something about it. Mrs. F. Fraser, County President, sought the approval of the Village Mayor, Mr. Burke, who agreed that as there was some incidence of rabies in the district, a clinic sponsored by the W.I. would be advisable. Branch President, Mrs. L. McCann, and the Convener of Health and Welfare, approached Dr. Armitage, veterinarian of Shawville. Dr. Armitage has held clinics at various points in Pontiac County. He states that annual clinics are advisable as the vaccine is potent for one year only, and he readily agreed to cooperate with the W.I. in this project. The clinic was duly held, with 230 pets inoculated — one rabbit, nine cats, and the rest dogs. There was a nominal charge. Mrs. H. Burke, Convener of Publicity, reports that the project was well-received and considered most worthwhile.

Do you know that the laws of both Canada and of the United States prevent the entry of a dog into either country without an inoculation certificate against rabies? If you plan to go south of the border, taking your pet along, take the rabies certificate with you. Are all pets in your community inoculated? If not, follow Quyon's example and protect your residents and your pets from unnecessary disease.

□

FROM HERE AND THERE

In Ireland several Institutes have built their own halls, but even so, with a constant increase in membership, they have had to limit their membership in some branches as there was no room to accommodate them at meetings. (I wonder if they could give us their secret?) They have crafts, cooking etc, as we do, but also much more in the way of music and drama. They do a lot of hospital work of all kinds, and also mention keep fit and dancing classes.

Their magazine The Ulster Countrywoman is full of poetry. Here's a bit—

"Sweeter stuff you'll never find,
Than clay that's of the brittle kind,
He thought of you when land he plowed,
To nurse the soil, his back he bowed
That you might grow the root and leaf,
And feed for mutton, pork and beef."

□

ADDITIONAL COPIES AVAILABLE

We receive many requests for additional copies of special issues. These copies are distributed by government departments, by industry, and by farm organizations to their memberships.

Extra copies of this issue are available from Macdonald College at 25 cents each. If you would like one or more extra copies, simply complete and mail the attached coupon. Your copies will be delivered by return mail.

Extension Department,
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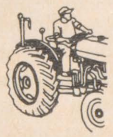

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It is to your advantage to find out if you are eligible for the unemployment insurance protection now in effect for workers in agriculture and horticulture.

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The Month With The W. I.

THE W.I.: ANOTHER SUCCESSFUL YEAR

Another successful year in the W.I. came to a close with annual meetings held in all branches. Reports in all departments show busy and worthwhile activities. All branches commended their officers and conveners for the fine manner in which they have carried the organization over the past months, and extended a warm welcome, with promise of cooperation, to incoming leaders.

Many branches reported excellent resumés of the business of the Provincial Semi-Annual Board meeting, given by their county representative at this gathering.

BROME: Abercorn: Mrs. G. Patton, County President, was present and gave a short address on highlights of the semi-annual provincial board meeting, and installed branch officers for the coming year; donated to Quebec Service Fund. **Austin** enjoyed seeing coloured slides of Banff, the Rockies and New York. **Knowlton's Landing** heard a centennial poem written by a member. **South Bolton** brought in talent money. **Sutton** members were reminded that old minds are like old houses: they must be exercised to keep them in working order.

CHATEAUGUAY - HUNTINGDON: Dundee: Centennial Stamps were shown in their case; simple tatting was demonstrated; Mrs. Elizabeth Jean Cameron, oldest member of the branch, died on her return home from the meeting, in which she had fully participated. **Howick** observed a memorial silence for the late Governor-General Vanier; County President, Mrs. H. Robertson, reported on semi-annual; contest on squares won by Mrs. H. Greig. **Huntingdon** donated to the Centennial project of their town, a swimming pool project which has the interest and support of all citizens and all organizations; donated prizes to Huntingdon Agricultural Fair; honoured four members who had perfect attendance; gave 1¢ for each letter in the name of birthplace. **Ormstown** heard talk re taking of guest for Expo '67, with information on how to register rooms with Lodgexpo.

COMPTON: Brookbury planned demonstration on "liquid embroidery"; donated to cemetery fund and the muscular dystrophy Fund. **Bury** took orders for bulbs, shrubs and other plants for delivery at planting time. **Canterbury** welcomed a new member; received donation of a quilt, to be sold, given by Mrs. Herring of the Wales Home; had a birthday cake for a member. **East Angus:** Miss Colleen Coates gave a talk on her trip to Ottawa and Toronto with the 4H group; they were welcomed in Ottawa. by Madame Vanier, and visited the Parliament Buildings and in Toronto attended the Royal Winter Fair and visited places of interest; donated to Quebec service fund; observed silence in memory of charter member, Mrs. Gordon Sims. **Sawyerville** has completed a quilt which is now for sale; welcomed a new member; have started work on Christmas Stockings. **Scotstown:** a beautifully embroidered flower picture, made by a member, was on display; collected for Cancer Society.

GASPE: Dartmouth River members told what they look for first in the newspaper. **Douglastown** wore Shamrocks on lapels; sponsored an entry for Carnival Queen. **Murdochville** held successful bake sale. **Wakeham** saw films of W.I. work in the North; held food and handicraft sale. **York** donated to boy scout troop to help toward their trip to Expo; helped sponsor entry for Carnival Queen; ordered material for Christmas stockings.

JACQUES CARTIER: Ste. Anne's visited Lakeshore General Hospital to see the wheel chair they had donated, and the Children's Ward to which they have given books and toys.

MEGANTIC: Inverness presented centennial pins to all members; handed out remnants to make up into articles for sale; donated to Northern Extension Fund, and to United Nations Seminar. **Kinnear's Mills** purchased some dishes for the Senior Citizen's Home.

MISSISQUOI: Cowansville received favourable reply from the Town Council regarding W.I. interest in establishment of a public library; donation to student's loan fund; renewed Federated News, and membership in C.A.C.; sale of quilt donated by a former member; heard description of a naturalization ceremony of 77 new Canadians. **Dunham** made a donation to student's loan fund, and welcomed a new member. **Fordyce** presented retiring officers with silver chain and silver dollar; committee appointed to meet with the town planner; extra meeting held for a quilting bee. **Stanbridge East** observed silence, and repeated the Lord's Prayer in respect for the late Governor-General Vanier, and for a deceased member ; welcomed three new members; sold souvenir spoons; added a corresponding secretary to their list of officers.

QUEBEC: Valcartier heard Mrs. Cleyndert's report on provincial semi-annual; bale of good used clothing sent to Douglas Hospital, Verdun; sent Easter gifts to shut-ins; bought material for Christmas stockings; donated to local Brownie Troop; reading of the poem "Our Daily Trials" closed the meeting.

RICHMOND: Cleveland welcomed Mrs. Doris Johnson as a new member; contest on agriculture won by Mrs. R. Healy and Mrs. K. Stevens; held jumbled names contest on parts of the body. **Denison's Mills** read a letter from a pen pal in England; worked on their quilt; collected used stamps. **Gore** named a famous person who has overcome a handicap; read letter from Mrs. J. Durant and members of Old Felixstowe W.I. in England; gave out wool to be made into bed socks for cancer patients; quiz on common diseases won by Mrs. T. Gilchrist; entertained presidents and health and welfare conveners of other branches in the county; have forms on sale for tracing family tree; voted prize money for local fair with a special prize to be offered for quilt block using centennial symbol, for girls 10-14 years; honoured seven members who had perfect attendance. **Melbourne Ridge** displayed their newly purchased Canadian flag; presented retiring president, Mrs. S. Johnson with centennial cup and saucer; honoured

seven members who had perfect attendance. **Richmond Hill** selected pattern for a quilt; parcel of clothing and toys sent to Dixville home; card shower for a member's birthday. **Richmond Young Women** catered a banquet. **Shipton** donated to the goodwill fund; as centennial project will sponsor an essay contest in grades 7 and 8. **Spooner Pond** held a sales table of rolls, white or fancy breads; held white elephant sale; collected pennies for friendship; contest on jumbled names of diseases; presented retiring president, Mrs. W. Coles with an F.W.I.C. pin; are filling Christmas stockings.

SHERBROOKE: Ascot reports slides shown on scenery and activities of the W.I. in Newfoundland, Saskatchewan, Alberta and B.C.; business meeting was preceded by a luncheon. **Belvedere:** Mr. K. Smart, President, gave the radio broadcast, speaking on the beginning of the first institute, and the success and work of our own branch for 50 years; wlecomed 2 new members; donated to the Cancer Society. **Brompton Road** presented retiring executive members with F.W.I.C. pins; card party proceeds given to cancer society, with members also, working at cancer dressing station; flag donated to our branch by a member through the kindness of a friend. **Lennoxville** heard articles on Mary Stewart collect, Canadian trees for Israel, how to care for heirlooms; donated to 4H Club; made cancer dressings; held excellent display of antiques with short story on each; jam and jelly shower for Senior Citizens' Home, and shower of cards for shut-ins.

STANSTEAD: Ayer's Cliff donated to athletic association to purchase crests for local hockey achievements. **Beebe:** program on Fort Lauderdale and on Nassau was presented; a scrapbook is being compiled. **Hatley** held a card party. **Hatley Centre** gave prizes to members with perfect attendance; donated to Red Cross. **Stanstead North:** an Eastern Townships Quiz conducted by Mrs. E. Curtis. **Tomifobia** entertained the Stanstead Cercle de Fermieres at a meeting and demonstration; Mrs. B. Gustin, convener home economics read article on new law re labelling of canned goods, and led a discussion on packaging of foods; donated maple sugar to F.W.I.C. sales table; for roll call read a cookie recipe.

VAUDREUIL: Harwood honoured Mrs. Ratcliffe and Mrs. McKellar for their perfect attendance for two years; renewed membership in C.A.C.; five members visited Ste. Anne's military hospital, and distributed candy and homemade cookies and cigarettes to patients.

PONTIAC: Bristol saw films on Jamaica, Eskimo party in the N.W.T., Upper Canada Village and Bristol; Valentine flowers sent to Ade Memorial Home; donated to Cup of Milk fund. **Clarendon** heard a talk on The Boy's Parliament by a local boy, now a student at Carleton College; purchased Oxygen Tent for Pontiac Community Hospital; donated to Cup of Milk Fund. **Fort Coulonge** gave Pennies for Friendship. **Quyon** donated to Quebec Service Fund. **Shawville** observed silence for the late Governor-General Vanier; gave penny for each inch of height; practised play.

ROUVILLE: Abbotsford presented their brief to the Board of the Agricultural Commission; are working with the Abbotsford Council to erect a sign at the entrance of Abbotsford, as centennial project.

ABBOTSFORD W.I. and the ROYAL COMMISSION on AGRICULTURE

If you are a good W.I. member, and it is assumed you are, then you will be aware of the sincere and continuing interest of the provincial government in agriculture and in the citizens involved in this field. You will remember that a Royal Commission of Inquiry into Agriculture was appointed some months ago, to investigate ways and means to increase farmers' revenue, and to bring it more into line with other industries. Your branch will have answered the questionnaire suggested by the Commission. You will know that the Q.W.I. prepared a brief based on these opinons.

Abbotsford W.I., a long-established and active branch, went into this project with thoroughness. All members of the branch are actively engaged in fruit-growing, a branch of agriculture which is often not included in reports and research. Abbotsford members felt "that the agricultural science of horticulture has not commanded the attention needed, to keep it vital and progressive". Contrary to general public opinion, "fruit-growing is a compticated and difficult business, not just beautiful blossoms and red, red apples". The branch, therefore, prepared a special brief for presentation to the Commission, separate from the more general one of the Q.W.I., with emphasis on the problems of a specialized form of farming.

The brief contains many good suggestions which could benefit fruit growes, but also farmers at large and consumers—such as the importance of established stable markets, with a fair economic return on investment and labour: the necessity for working together; the need for strict observance of packing and grading regulations by the growers themselves, with strong supervision of dealers and storekeepers to see that these regulations are upheld; the importance to the growers of agronomes trained in horticulture, to provide the expert advice needed to produce good fruit and capture lucrative markets, and to keep growers advised and up-to-date on the constantly changing aspects of the fruit industry. The brief suggests study and research on how to obtain efficient labour, suggesting some kind of specialized pool, with arrangements for transportation from area to area to harvest perishable crops. The brief cites as a major problem, the poor handling of apples and other fruit in stores, which reduces a first-class product to an undesirable purchase.

The full brief cannot be presented here, but these few highlights illustrate the tremendous effort made by this Women's Institute and their committee. Co-Chairmen for the Committee were Mrs. Hamilton Marshall, Convener of Education, and Mrs. J. Gillespie, Convener of Agriculture, with Mrs. S. Fisk and Mrs. F. Crossfield as members, and Mr. H. Marshall and Mr. Alan Thomson as advisors.

The committee was invited to appear before the board of the Royal Commission to submit their brief, and this proved to be a most stimulating experience. The report was well received and a long session of questioning followed. The Board was most interested in the fact that women were taking such an interest in the inquiry, and in the fact that three members of the W.I. committee were widows, competently operating and managing their own orchards, and deeply concerned with all aspects of the Inquiry. Mrs. Marshall writes: "A board member asked if we thought that if women were given more say-so as to how farm earnings were spent, that they would be more actively interested. Mrs. Fisk was able to point out that she made these decisions alone and so we would agree that the more women are taken into decision-making, the more they will participate, and so grow with experience. Another member asked if we thought more women should be on school boards and we were pleased to agree, and to point out that the Abbotsford W.I. had been instrumental in electing a woman member to the local school board in the past year. Our committee felt that we were listened to, and that we ourselves learned a great deal from the experience."

RURAL ED —

(concluded from page 11)

In the order of six million dollars—never have the opportunities in rural education been so immense.

To add lustre to the new look in this area, participating local Boards have agreed, with only one exception, to the supervision and co-ordination of the elementary programme by officers of the Regional Board. This will permit the establishment of a regional reading programme for elementary grades and a regional guidance programme, and opens the door to continued development and improvement. We can only welcome this development in rural areas, for our rural children have the same right to a good and a broad education as their city counterparts. . . we cannot afford to tolerate any system which dooms any children to second class schools, for we have never subscribed to the idea that we have second class citizens. Paul Gerin-Lajoie, as first Minister of Education in the Province of Quebec, put it this way: "The primary objective of the government's educational policy is to make schooling accessible to all young people by eliminating financial, geographical and psychological barriers, and by providing them with instruction suitable to their aptitudes as well as to the role they must play as citizens and workers of the Quebec of today and of the future."

Thomas Carlyle expressed a similar sentiment another way: "That there should one man die ignorant who had capacity for knowledge, this I call a TRAGEDY."

We look to the future of rural education with a new confidence, for at last we have come to grips with our Carlyleian "Tragedy". But the road is not all easy street; there is still the obvious harsh reality that there can be no dividend without investment, so the tax bill will still be the biggest fly in the ointment.

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IN JUNE ISSUE:

Three Systems of Swine Management

by P. Y. Hamilton

A note from the National Office:

"The most important mind-forming aid in any home is the selection of books it makes available to its children," says Mrs. R. J. Moss, Convenor of Cultural Activities, Federated Women's Institutes of Canada. She urges them to give their children every opportunity to go "exploring with books" and points to the many good children's books that are now on the market.

Mrs. Moss emphasizes the need for the Women's Institute to continue their on-going project; support for local libraries in their communities and assisting to establish them in sections not already served. The service of "Libraries on Wheels" should also be explored, she states, and goes on to say: "Above all, have books in the home to give every child an opportunity to acquire the taste for good reading."

Mrs. Moss concludes with this quotation from Beecher, which was also used by John F. Hayes, Patron of the 1966 Young Canada's Book Week in his message: "A home without books is like a house without windows. No man has the right to bring up children without books to surround them."

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ADELAIDE HOODLESS —

Woman with a Vision

The biography of the founder of the Women's Institute is now available in pamphlet form. Address request to QWI Office, MacDonald College. The price is 25¢.

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New in films

"FOOD"

An animated color film designed to demonstrate how improvements in farming practice and technology increase the yield of crops and so the farmer's income.

The film shows plowing over the centuries, illustrating three stages of farming practice: the traditional collaboration of man and work animal; then the use of the tractor to extend the area and intensity of cultivation; and, finally, the application of chemical fertilizers to maintain the fertility of the soil. In each case the farmer is the same, so that it is clear how a man profits by improving his use and treatment of the land.

This is done by animation and music, but without voice. Since no language is involved the film is intelligible to all people.

The animator-director of the film is Gopal K. Gokhale, an Indian filmmaker from the Ministry of Information and Broadcasting in Bombay. He was nominated by his government for a four-month study of film-making at the National Film Board of Canada in Montreal, under a Canadian Colombo Plan fellowship. While at the NFB Mr. Gokhale made this film.

This interesting film may be borrowed from the Extension Film Library, Macdonald College, for the nominal service charge of 75 cents, plus transportation costs. It is 16 mm. sound, colour, and runs for 5 minutes. Production is by the National Film Board under the auspices of the External Aid Office.

— *Iris Robbins*

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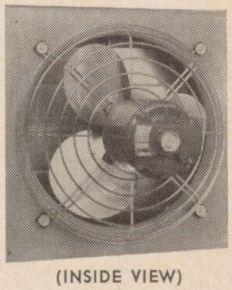

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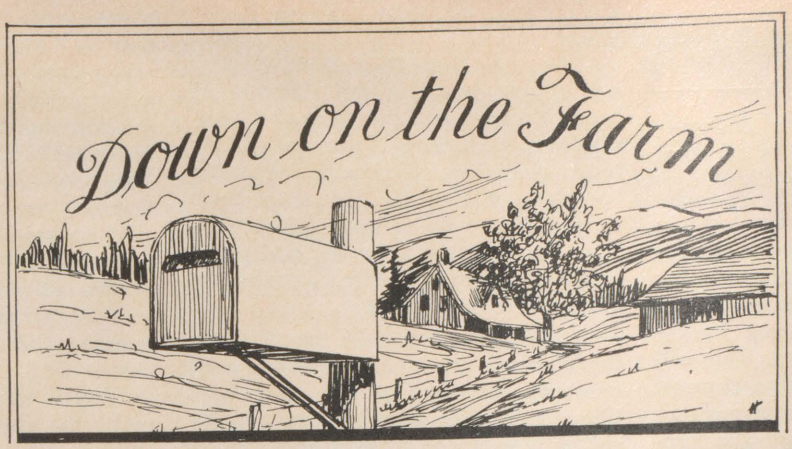

by Norma E. Holmes

MORE VENICE, MORE ITALY AND BACK INTO SWITZERLAND

Dear Min:

Toured the Doge's Palace and, comparing the Doge's dungeons with those in the Tower of London, the Italian nobles had the same endearing ways with people who annoyed them. We also visited a glass factory. The wonderfully beautiful colors, especially the reds and blues, the glitter of gold leaf and the soft colors of the painting on hundreds of pieces of glassware in the showrooms leave you awed and breathless. The guide instructed one of the 'blowers' to demonstrate his blowing ability for us. A couple of 'blows' through the long tube, a flip and, bottom side up, four or five twitches (must have been at least 5, one for each leg and the tail) with the forceps or whatever you call them and in, I think it was eight seconds, he placed a beautiful little glass horse on the shelf. Of course, as the guide explained, he was practically a beginner, having only been at it sixteen years. In forty or fifty, if he watched his blowing, he could become a master. Then he could blow Brigitte Bardot perhaps?

I had seen a multi-colored bird blown in Mexico. There it was a small shop, family style and the big fat master sat in a chair holding his rod out and the boys (nephews?) would put a blob of molten glass on the end and, with a few offhand twirls something beautiful, such as the bird would emerge. Judging by the master's years of apprenticeship in Venice, no wonder he got fat, if he had been sitting in that chair for 45 years. The 16-year novice in Venice was thin — he still didn't rate a chair.

Carroll was going to take us all on a gondola parade or safari or whatever, in the evening, but in order to get an orchestra riding in the lead gondola (must have romantic music on such an occasion) you have to have 20 romantically minded passengers and there didn't seem to be 20 among us. Some, past the romantic age, had already gone gondolaing in the afternoon. So we just walked around. At one gondola 'stand' the gondoliers were holding up a railing and one started to sing — opera of course — and soon had a ring of appreciative tourists. He should have passed the hat as none seemed to want him to paddle them around. Feeling that they had already got their money's worth in Venetian atmosphere, they just melted away.

Of course we also visited the big cathedral with its paintings and beautiful windows. I think I could — given a few hours without interruptions — scrape off enough gold leaf from cathedral interiors to finance another trip.

We left Venice-Mestre in the morning. At first the country was fairly flat, with cornfields — and grapes — then rolling, looking more like home, except for the houses. We left the Autostrada due to an increase in tolls — should recommend that guide to his company — so went through Verona, home of Romeo and Juliet. Juliet's balcony was just a short walk from where we stopped for coffee, but I didn't know it until too late. Verona is beautiful and very old — a walled city, with a big colosseum like Rome's, but in better shape. What seemed to take me back to Roman times was a small thing. There were gates at ground level leading to different sections of seats, like our forums, but in their iron grill work they were numbered in Roman numerals, VII, IX, XIII etc.

Arrived in Milan (Milano) for overnight. Now I know what the guide book of Europe meant when it said not to judge a hotel by what you see from the street. All this street level floor consisted of was a small office and the elevators. It was hard to believe it was the towering large hotel on the postcards. We decided to visit the Cathedral and half a dozen different people gave us half a dozen different ways to get there, so we got a taxi and there I had the wildest car ride of my life. I think our driver imagined himself a knight with a lance, because he charged everything in sight. But the Cathedral was worth it. The beautiful, beautiful windows. I never saw such blues.

When we came out it was pouring and lines of people were risking life and limb to snag taxis. One of our party went around the corner and motioned us to come which we did at full speed. She had captured one. I never asked how, but wouldn't be surprised of she lay down in front of it. Come to think of it, we did run into considerable rain, and the umbrella I bought in Venice and left in the hotel room, didn't do much to keep me dry.

The next day we passed several Italian lakes. Beautiful romantic spots. I would have liked to stop off for a month or so. Wonderful for a honeymoon. Can you take 3 children on a honeymoon?

And so back into Switzerland . . .

Eloise.